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ABSTRACT

A survey was made of high school press organizations throughout the country, and the following data was collected. The purposes of the magazines were found to be: (1) to stimulate creativity in writing, (2) to provide enjoyment for readers, and (3) to develop teamwork in student publishing. There are currently over 600 school magazines under publication. The typical staff has from 11 to 20 members, and staffs tend to be somewhat casual in their policies and operations. In 81% of the schools surveyed, 81% of the advisers are English majors. Financing the magazine is the greatest problem of the staff; 90% operate on a budget under $2,000. The lack of success of the school magazine in comparison to that of the school newspaper or yearbook is a result of its failure to inspire widespread appeal. (CK)

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# THE HIGH SCHOOL MAGAZINE

A QUILL AND SCROLL STUDY, 1971

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## F O R E W O R D

While many articles and theses have been written about high school journalism in general, relatively few have been written about the high school magazine. Only one master's thesis--that by Hay in 1926--has concentrated on the school magazine.

All media whether produced by professionals or amateurs should be subjected to objective analysis. They should be re-examined in terms of the times and the publics they serve. The high school magazine is no exception.

It was appropriate, therefore, for Quill and Scroll Foundation to fund this inquiry through Quill and Scroll Studies. In this instance Columbia Scholastic Press Association provided significant help in providing specific addresses of magazines.

Herein we acknowledge cooperation of many school press associations as well as the many advisers who took time to answer a detailed inquiry. Many of them sent copies of their magazines. It is heartening to acknowledge the cooperation of advisers in this as well as other studies.

In Tallahassee Dr. George Olson arranged for the statistical analysis. Miss Donna Rae Castillo, graduate student, assisted in the content inventory and related aspects of the study. Mrs. Theora Frisbee as the typist.

In this as in other studies the writer is grateful to his wife, Kaye, and his three sons for accepting such inquiries as a part of the family life style.

Laurence R. Campbell, October 1, 1971

## P U B L I C A T I O N

School publications and news media are invited to publish condensations of the content, provided that its origin is included. Quill and Scroll appreciates receiving printed matter in which this study is reported.

## F O R T H C O M I N G

The study of facilities is now being prepared for publication which should occur early in 1972.

A high school journalism textbook analysis is under way. It probably will be reported late in the fall of 1971.

Correspondence on this and other studies may be sent to the director of Quill and Scroll Studies, 213 Education Building, Florida State University, Tallahassee, Florida, 32306. Telephone: 599-3336.

ABOUT THE AUTHOR

Dr. Laurence R. Campbell, director of Quill and Scroll Studies, prepared at San Jose State College to teach social studies, but his role there as newspaper editor and yearbook editor immediately involved him in high school journalism.

He received the JEA Carl Towley Award, the CSPA Gold Key, the NSPA Pioneer Award, the MIPA Golden Anniversary Award. He is a life member of Quill and Scroll and the Maryland Scholastic Press Association. He has been described as "Mr. High School Journalism."

High School Teaching

South San Francisco Jr.-Sr. High School; Menlo School; Marysville Union High School; Englewood Evening School, Chicago; Florida High School; Northwestern team teacher, New Trier High School and Evanston Township High School.

Junior College Teaching

Menlo College, Yuba College, North Florida Junior College.

University Teaching

Florida State University, University of Oregon, Cornell University, Syracuse University, Temple University, University of Illinois, Northwestern University, University of California (Berkeley), Lecturer in Egypt at University of Cairo and American University at Cairo.

School Press Institutes

Northwestern, 4 summers; Florida State, 8; Winthrop College, 2; Syracuse University, 13th in August, 1971.

School Press Associations

Director, Illinois; Executive Secretary, Oregon; Executive Secretary, Florida; Founder, Temple Press Tournament. Has spoken at school press meetings in these states: New York, Pennsylvania, North Carolina, South Carolina, Florida, Ohio, Indiana, Illinois, Michigan, Wisconsin, Iowa, Washington, Oregon, California; Director, Quill and Scroll Studies; former chairman, Quill and Scroll Critical Service; book reviewer, School Press Review.

Writing

Co-author of three textbooks and two workbooks, numerous Quill and Scroll publications, numerous articles, book reviews.

Other Background

Formerly news editor, Wall Street Journal, San Francisco; editorial assistant, The Rotarian; associate editor, Drug Progress; book reviewer, San Francisco Chronicle; researcher, Denver Post, Lord & Thomas; editorial writer, a weekly, a daily.

# CHAPTER I. PURPOSES OF SCHOOL MAGAZINES

## Introduction

The school magazine is an invitation to discovery. It is a challenge to creativity. It is an adventure in imagination and invention. It is an open door for self-expression for the amateur writer who perceives and portrays new configurations of reality.

The amateur may be content to amuse with a pun or joke, riddle or limerick, quip or epigram. Yet he properly may aspire to stir his reader's aesthetic, intellectual, or spiritual sensibilities. Thus, he may enrich and inspire them through original alignments of communication variables.

But how good am I, the beginner may ask. Often he may find his answer in the school magazine where he can examine his work in print. Therein he may elicit the comments--favorable or unfavorable--of his peers, some of whom may stir and spur him to sustained writing.

The school, then, may provide the ideal setting for the amateur writer. If it publishes a magazine under the guidance of a qualified advisor, it can provide an outlet for writers. At the same time it can stimulate its student and adult readers to develop an appreciation of excellence in writing.

## Definition

The magazine is a "bound pamphlet issued more or less regularly and containing a variety of reading matter," Frank Luther Mott wrote in A History of American Magazines, Volume 1. It is doubtful whether all student magazines have adhered closely to this definition although it is accepted by professional people.

The term magazine was first used as a part of a printed publication's name in 1731, R. E. Wolseley reports in Understanding Magazines. The Gentleman's Magazine was published in London of that year. "The word comes from the French magasin, and it originally meant storehouse," he explains. He also notes that "the words journal and review have come to be virtual synonyms of magazine."

## Purpose

What is the purpose of the student magazine? Consider the answers of 134 high school magazine advisers. In response to a 236-item questionnaire circulated by Quill and Scroll Studies in 1971 they gave these answers to the extent indicated by the percentages:

To stimulate creativity in writing, 94 per cent
To provide enjoyment for readers, 96 per cent
To develop teamwork in student publishing, 88 per cent

Broadened in scope, the student magazine may stimulate creativity in art and photography as well as writing. It provides "the developing writer with an opportunity to express his ideas," according to Magazine Fundamentals of Columbia Scholastic Press Association. "Here the student writer, poet, photographer, and artist may compete with his peers."

Magazines "give prestige to the students who write for them and thereby make writing a prestige activity," according to The School Literary Magazine edited by B. Jo Kinnick. Writing becomes "something more than simply an activity assigned by the teacher" and "gives the student an audience other than the teacher."

The magazine, then, is "primarily a literary one" that "carries material of the belles-lettres" nature, according to early writers on extra-curricular activities. Thus it provides an outlet for "some of the better work" written in creative writing courses or units, as Pauline Sherer and Neal Luebke suggest in the "Teacher's Manual" for Writing Creatively.

Wallace Stegner says that the school literary magazine is "an enormous aid" in stimulating students to write. James McManaway, Louis Simpson, and Paul Green concur. If the young writer sees "his first writing objectively in school magazines," he may be another Paul Engle who says that "It is not only heartening for the student to see his work in print; it is also chastening, for he sees his flaws more clearly in cold type than in warm manuscript."

"The existence of student magazines in many public high schools is evidence in itself that those responsible for its survival must believe that it contributes something to the education program," Campbell wrote in his dissertation, The Teacher of Journalistic Activities in the American Public High School in 1939. He notes that many staffs submit their magazines to critical services for guidance in making improvements.

The writer called attention to the lack of research to support this conclusion. He cited three studies in the 1920s in which about five out of six principals endorsed the magazine. In his study he reported that 63 out of 67 principals believed that the magazine "as now generally conducted" was worthwhile and that three-fourths of them "would like to see more" students enrolling or participating in the magazine.

"The typical magazine found in the typical high school cannot be easily justified," Homer William Hay wrote in 1926 in his thesis based on the study of 103 magazines. An expert on extracurricular

activities summarized common criticisms of the magazine thus:

1. It attempts to carry news.
2. Its contents are uninteresting.
3. Its organization is uninteresting.
4. The literature is not worth publishing.
5. The humor is largely clipped.
6. The editorials are sermons of no particular value.
7. It represents only a small part of the school.
8. Too few students participate.
9. It is too expensive.

Are these criticisms as well justified in the 1970s as they were in the 1930s? Campbell in 1939 noted that the newspaper "can publish any literary material that might appear in the magazine. . . . Schools will find that the good newspaper can perform a similar service adequately though not elaborately."

The magazine "is still an important medium of communication in a number of public schools," Campbell concluded in 1939. It can be worthwhile, "provided that the funds needed to finance it can be raised" and the staff has an adviser with the "specialized training" with which to guide the staff.

He decried attempts to publish school news, saying that the purpose should be "to develop the literary and artistic abilities of its contributors and to interest its readers." Writing further, he observed that:

> The student magazine provides desirable and worthwhile experiences for those who edit it, manage it, and contribute to it, for it gives students an opportunity to write creatively with the hope of seeing their work in print approved by their classmates.

Actually the student magazine has elicited little interest and little research. Of the 878 items listed in Edward H. Redford's Bibliography of Secondary School Journalism in 1941, only 79 concerned school magazines. A search in the Education Index in June, 1971, revealed that under 40 articles on the student magazine had been listed there since 1938.

Hence, Quill and Scroll Studies in the spring of 1971 mailed a 236-item questionnaire to all school magazines of which it was aware and herein reports the findings based on data from 134 magazine advisers.

Kinds of Magazines

Classified in terms of content, the 134 magazine staffs in the 1971 inquiry of Quill and Scroll Studies reported their main emphasis thus:

Literary-art, 53 per cent
Literary, 26 per cent
All purpose, 15 per cent
News of school, 5 per cent
Journalistic features, 1 per cent
Other, 1 per cent

Some of the foregoing staffs probably would describe their magazines as literary-photographic. Hence, it is apparent that the distribution of content in 1971 has changed notably since the Hay and McKown studies.

Unless a newsmagazine is published every week or every two weeks, it is a misnomer to call it a news magazine. Instead it may be a historical record to preserve once timely information, but it will be so lacking in timeliness and relevance that few readers will be interested in the so-called news. Designating a publication as a newspaper or a newsmagazine does not make it a news medium if the so-called news has ceased to be news.

Schools

What kinds of schools sponsor student magazines? First, consider their status as reported by the 1971 Quill and Scroll Study: public, 79 per cent; independent, 11 per cent; parochial, 8 per cent; other nonpublic, 2 per cent.

Of the 134 schools involved, 80 per cent were coeducational, 8 per cent for boys, 9 per cent for girls, and 3 per cent unreported. Enrollment in these schools was: fewer than 500 students, 14 per cent; 500-999 students, 21 per cent; 1000-1999, 27 per cent; 2000-2999, 29 per cent; 3000 or more, 9 per cent.

Schools with fewer than 1,000 students can sponsor a magazine without undue financial concern, as these data indicate. Note, however, schools with students predominantly from the lower economic class are unlikely to sponsor magazines, as this breakdown indicates: lowest economic stratum, 4 per cent; lower middle, 45 per cent; upper middle, 48 per cent; upper economic level, 2 per cent; not reported, 1 per cent.

Schools in which more than one-fourth of the students are non-white are unlikely to sponsor magazines, as these percentages indicate: no nonwhite, 13 per cent; 25 per cent nonwhite, 75 per cent;

26-50 per cent nonwhite, 5 per cent; 50-75 per cent nonwhite, 2 per cent; 76-99 per cent nonwhite, 2 per cent; 100 per cent nonwhite, 4 per cent.

Of the 134 high schools those with 75 per cent or more whites and 25 per cent or fewer nonwhites are more likely to publish magazines. Probably schools with predominantly black students do not have the financial resources needed. See Table 1.

TABLE 1.--Percentage of white and nonwhite students enrolled

| | White Students | Nonwhite Students |
|---|---|---|
| No per cent | 3 | 13 |
| 1-25 per cent | 3 | 75 |
| 26-50 per cent | 3 | 5 |
| 51-75 per cent | 3 | 2 |
| 76-99 per cent | 74 | 2 |
| More than 75 per cent | 12 | 4 |

Many of these schools serve students who are preparing for college as these percentages indicate: 81-100 per cent going, 22 per cent; 61-80 per cent going, 21 per cent; 46-60 per cent going, 24 per cent; 31-45 per cent, 24 per cent going; 16-30 per cent going, 8 per cent; 1-15 per cent going, none.

Students in 74 per cent of the schools are on traditional schedules, according to the 1971 study.

Fifty per cent of the magazines did not enter the 1970 CSPA magazine critical services. Of those that did, 14 per cent were rated Medalist; 23 per cent, First Class; 8 per cent, Second Class; 12 per cent, lower ratings.

Similarly 72 per cent did not enter the 1970 National Scholastic Press Association critical service. Of those that did, 13 per cent were All-American; 11 per cent, First Class; 3 per cent, Second Class; 1 per cent, Third Class.

## Frequency

Student magazines in the 1920s frequently were published once a month, but today they are published only once or twice a year, according to the 1971 Quill and Scroll Study of magazines. It reported the frequency of publication of 134 magazines thus: published once a year, 63 per cent; published twice a year, 15 per cent; published three times a year, 5 per cent; published four times a year, 4 per cent; published oftener, 11 per cent; other responses, 2 per cent.

Obviously 57 per cent of these magazines are published too infrequently to be able to present news. Thus, school magazines generally appear less often than they did in 1926 as indicated in Hay's study. See Table 2.

TABLE 2.--Frequency of publication of student magazines as reported in 1926 by Hay

| | Times Issued Each Year | | | | | | | | | Not |
|---|---|---|---|---|---|---|---|---|---|---|
| | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 18 | Given |
| Number of magazines | 1 | 9 | 8 | 11 | 2 | 3 | 26 | 1 | 1 | 39 |

TABLE 3.--Average number of pages in student magazines as reported in Hay's study in 1926 and the national survey of high school journalism in 1938

| Number of Pages | Hay's Study in 1926 | National Survey in 1938 |
|---|---|---|
| 4-12 | 0 | 1 |
| 13-16 | 3 | 2 |
| 17-24 | 6 | 6 |
| 25-32 | 22 | 9 |
| 33-40 | 23 | 10 |
| 41-48 | 17 | 4 |
| 49-56 | 12 | 1 |
| 57-64 | 14 | 2 |
| 65-72 | 4 | 1 |
| 73-up | 2 | 0 |
| Total | 103 | 56 |

Production Characteristics

Nearly four out of five magazines--currently 78 per cent--are printed by the offset process, according to the 1971 Quill and Scroll Study. Only 12 per cent use relief (letterpress) printing and 9 per cent, duplicating processes. No response was received from 1 per cent.

Student magazines in the 1920s ranged from 16 to 72 pages in length with few exceptions, most of them publishing from 25 to 72 pages, according to Hay's study of 103 magazines. A more limited study in 1938 indicated that most of the magazines had from 25 to 40 pages. In 1971 the Quill and Scroll Study reported this breakdown:

1-16 pages, 13 per cent; 17-32 pages, 27 per cent; 33 to 48 pages, 30 per cent; 49 to 64 per cent, 19 per cent; 65 to 80 per cent, 8 per cent; 61 or more, 4 per cent.

Typical page dimensions of the magazines in 1920's and 1930s were 8 1/2 by 11 1/2, 6 by 9, and 10 by 18 inches. The 1970 study reported in terms of columns thus: column about two inches, 4 per cent; 1 column - wider, 38 per cent; 2 columns, 39 per cent; 3 columns, 13 per cent; 4 columns, 2 per cent; more than 4, 3 per cent.

Every student magazine should have a cover page, title page, table of contents, and list of staff members, according to CSPA's Magazine Fundamentals.

## Problems

Almost nine out of ten magazine advisers conclude that "all things considered, the situation of the magazine is generally satisfactory." The precise percentage was 89 per cent.

The greatest "human" problem was that of getting contributors, 48 per cent reporting this problem. Other problems were: training the staff, 25 per cent; printer, 10 per cent; faculty, 10 per cent; principal, 7 per cent. Since approximately four out of five magazine advisers are English teachers facing English classes daily, it is surprising that they find a dearth of material.

Financing the magazine is a problem of 47 per cent of the staffs. Other problems are: inadequate space and facilities, 21 per cent; selling advertisements, 1 per cent; selling the magazine, 13 per cent; other problems, 19 per cent.

Student unrest interfered with publishing in only 8 per cent of the magazines in 1970-1971. Nontraditional schedule was a negative factor for 5 per cent of the staffs. Underground publications interfered in only 7 per cent of the staffs.

Substantial support was received from 73 per cent of the principals, 72 per cent from English department heads, 70 per cent from English teachers, 60 per cent from the school newspaper, 49 per cent of the parents.

## CHAPTER II. EXTENT OF HIGH SCHOOL MAGAZINES

Neither federal nor state education officials gather data systematically on student publications. Hence, authoritative data are difficult to gather on the origin or extent of student publishing. Campbell in his dissertation entitled "The Teacher of Journalistic Activities in the American Public High School" summarized much of the data available in 1939.

Campbell cited a number of master's theses in which the writers reported the number of magazines identified in state, regional, and national inquiries. These data appear in Table 4.

TABLE 4.--Extent of public high school magazines as reported in various studies between 1922 and 1938

| Date | Authority | Schools Reporting | Magazines Reported | Scope of Study |
|---|---|---|---|---|
| 1922 | Nixon | 210 | 32 | North Central Association |
| 1926 | Hay | 103 | 103 | Ten eastern, middle west states |
| 1928 | Nelson | 219 | 64 | National |
| 1930 | Seyle | 27 | 4 | South Carolina |
| 1931 | Cooper | 110 | 14 | Virginia white accredited |
| 1932 | Mattoon | 38 | 22 | Twelve states |
| 1933 | Tiedeman | 175 | 3 | Minnesota |
| 1935 | Brooks | 268 | 4 | West Virginia |
| 1936 | Jones | 269 | 90 | National |

In the National Survey of High School Journalism he reported in this dissertation only 57 of 506 advisers responding with data on the founding dates of their publications included magazines.

Galen Jones in Extra-Curricular Activities in Relation to the Curriculum in 1935 reported that 90 of the 269 high schools he studied published magazines, one-fourth of which were founded before 1900. In 1927 Alice T. Fairbanks in her unpublished thesis entitled High School Publications: The Newspaper and the Annual asserted that the magazine as a student publication "was begun from 35 to 45 years ago." In 1928 another thesis writer asserted that the literary monthly was the "dominant form of student publication," early in the 20th century.

In 1923 68 magazines and 238 newspapers entered the National Scholastic Press Critical Service, but in 1937 128 magazines and 986 newspapers were entered. During the interval the number of magazines did not

double whereas the number of newspapers more than quadrupled. Homer William Hay in 1926 wrote the only master's thesis on the subject - An Analysis and Evaluation of High School Magazines - based on 103 such publications in ten eastern and Middle West states.

TABLE 5.--High school magazines and newspapers submitted to the Central Services of the National Scholastic Press Association

| Year | Magazine | Newspaper |
|---|---|---|
| 1923 | 68 | 238 |
| 1924 | 73 | 254 |
| 1925 | --- | --- |
| 1926 | 69 | 272 |
| 1927 | 57 | 233 |
| 1928 | 65 | 308 |
| 1929 | 89 | 478 |
| 1930 | 95 | 520 |
| 1931 | 112 | 808 |
| 1932 | 99 | 700 |
| 1933 | 73 | 608 |
| 1934 | 103 | 631 |
| 1935 | 94 | 786 |
| 1936 | 122 | 844 |
| 1937 | 128 | 986 |

Similar data since 1937 are not available from National Scholastic Press Association.

The magazine is the "showpiece of creativity," Edmund C. Arnold and Hillier Krieghbaum assert in The Student Journalist: Handbook for Staff and Adviser. They estimated that there were about 2,000 high school magazines and 16,000 newspapers in the early 1960s.

Reports from various sources indicate that during the 1960s there were 39 magazines in Indiana, 56 in the Philadelphia metropolitan area, 43 in California, 36 in Ohio, 21 in Texas, 28 in New York, 21 in Texas, 5 in Missouri, 5 in Montana, 4 in Illinois. Magazine entries in the Columbia Scholastic Press Association totaled 421 in 1969, 388 in 1970, 341 in 1971.

A quick survey of high school press associations early in July, 1971, resulted in these estimates by a number of school press groups:

| | | | |
|---|---|---|---|
| Arizona | 52 | New Mexico | 1 |
| Catholic | 120 | New York City | 92 |
| Central Texas | 0 | Northeastern Ohio | 6 |
| East Bay, Ca. | 6 | Ohio | 150+ |
| Florida | 26 | Oklahoma | 20 |
| Georgia | 21 | Saint Bonaventure | 30 |
| Illinois | 15 | Southern Illinois | 5 |
| Indiana | 22 | Southern Inter-scholastic | 50 |
| Iowa | 29 | Texas | 30 |
| Michigan | 50 | Wabash | 0 |
| Mississippi | 5 | Wisconsin | 17 |

## CHAPTER 3. HISTORY OF SCHOOL MAGAZINES

### History

Were the first student publications newspapers or magazines? Perhaps they were both in one sense for many published news stories and literary pieces. Hence, it is almost impossible to determine on the basis of limited evidence whether they were newspapers or magazines.

Fred L. Kildow and Paul B. Nelson made this comment in 1936 in A Manual and Scorebook for Editors and Staffs of Student Magazines:

> The magazine is the oldest form of student publication, antedating the modern engraving processes. From an unillustrated and typographically atrocious organ for the printing of student literature - stories, essays, poems, and anecdotes - it has improved both in appearance and content. It continued to be more popular than the weak efforts at newspaper publishing until 1910. Since that time, however, the number of magazines has decreased rapidly while newspapers have increased.

In England "the great public schools all have well-established magazines, Radley, perhaps the oldest, dating back to 1864," according to The Encyclopedia and Dictionary of Education published in London in 1921. Yet as early as 1786 Eton published "The Microcosm"; other publications, sometimes edited by men who later became famous, were issued in 1804, 1818, 1819, and 1827, according to the Cyclopedia of Education, which also notes that publications were started at St. Paul's, London, in 1832; Shrewsbury, 1834; Rugby, 1835; Harrow, 1859; Winchester, 1866.

The first handwritten student publication was not bound and, therefore, technically not a magazine. It was The Student Gazette published "weekly between June 11, 1777, and August 5, 1778," according to Benjamin Allnut's Practical Yearbook Procedures. It was, he

says, "a single sheet, rag paper, written by quill on both sides."

The first printed high school publication was The Literary Journal of the Boston Latin School in 1829. Later published by the same school were The Rising Sun and The Gleaner in 1845 and Bedford Street Budget and The Rivulet the next year. It is not certain whether these publications actually were newspapers or magazines

TABLE 6.--Dates of founding of student magazines as reported by 37 teachers answering questionnaire A, Part II, Section A, Question 11, of the National Survey of High School Journalism, 1937

| Date | Region | | | | | Total |
|---|---|---|---|---|---|---|
| | New England | Middle Atlantic | South | Middle West | Far West | |
| 1888 | 1 | .. | .. | .. | .. | 1 |
| 1905 | .. | 1 | .. | .. | .. | 1 |
| 1906 | 1 | .. | .. | .. | .. | 1 |
| 1908 | 1 | .. | .. | .. | .. | 1 |
| 1909 | .. | .. | .. | 1 | .. | 1 |
| 1912 | .. | 1 | .. | 1 | .. | 2 |
| 1915 | .. | .. | .. | 1 | .. | 1 |
| 1918 | .. | 1 | .. | .. | .. | 1 |
| 1919 | 1 | .. | .. | .. | .. | 1 |
| 1924 | .. | 1 | 1 | .. | .. | 2 |
| 1925 | 1 | .. | .. | .. | 2 | 3 |
| 1927 | .. | 1 | .. | .. | .. | 1 |
| 1928 | .. | .. | .. | .. | 1 | 1 |
| 1929 | .. | .. | .. | 1 | .. | 1 |
| 1930 | .. | .. | .. | .. | 2 | 2 |
| 1931 | 2 | 1 | .. | 1 | .. | 4 |
| 1932 | .. | .. | 2 | .. | 2 | 4 |
| 1933 | .. | 1 | .. | .. | .. | 1 |
| 1935 | .. | .. | 1 | .. | .. | 1 |
| 1936 | .. | .. | 1 | 1 | .. | 2 |
| 1937 | 1 | .. | .. | 3 | 1 | 5 |
| | 8 | 7 | 5 | 9 | 8 | 37 |

Dates of publications tentatively identified as magazines published before 1900 are listed here by state:

California

1864 The Union Star (handwritten), High School, Placerville
1895 Aegis, Oakland High School, Oakland
1897 The Lowell, Lowell High School, San Francisco

Connecticut

1854 The Bud of Genius, New Britain High School, New Britain
1898 The School Bell, Lost District School, Rockville

Delaware

1873 High School Index, Wilmington
1883 Whittier Miscellany, Friends School, Wilmington

Hawaii

1858 Oahu College Monthly, Pubnahou Academy, Honolulu
1897 Hawaii's Young People, Lahaina Luna High School, Lahaina

Iowa

1886 The High School Journal, Villisca Schools, Villisca

Maine

1884 The Northern Lights, Bridgton Academy, North Bridgton
1887 The Academy Belle, Richmond High School, Richmond
1893 The Racquet, Portland High School, Portland

Maryland

1883 The Week, McDonogh School, Baltimore
1895 Literary Advance, West Nottingham Academy, Colora

Massachusetts

1846 The Tyronian, Mansfield Academy, Mansfield
1850 The Gleaner, Lawrence Academy, Groton
1850 The Adelphian, Adelphian Academy, North Bridgwater
1851 The Indicator, Plymouth High School, Plymouth
1853 The Echo, Lawrence Academy, Groton
1853 The Normal Banner, Lancaster Norman Lyceum, Lancaster
1854 The Dew Chalice, Natick High School, Natick
1854 The Literary Gazette, Lawrence Academy, Groton
1855 The Item, High School for Girls, Dorchester
1855 The Mirror, Phillips Academy, Andover
1859 The High School Thesaurus, Worcester High School, Worcester
1861 The High School Gazette, High School, Boston
1861 The High School Gazette, Salem High School, Salem
1863 The Eagle and the Flag, Foxboro English and Classical High School, Foxboro
1873 The New Academy, Worcester Academy, Worcester
1873 The Robin, Barre Academy, Barre
1876 The Reflector, Johnson High School, North Andover
1877 The Student's Aid, Groton School, Groton
1878 The Academy, Worcester Academy, Worcester
1878 The High School Monthly, Holyoke High School, Holyoke
1881 Latin School Register, Boston Latin School, Boston
1882 The Radiator, Somerville High School, Somerville
1883 High School Squib, New Bedford High School, New Bedford
1884 High School Chronicle, New Bedford High School, New Bedford

1884 The Academy Echo, Leicester Academy, Leicester
1884 The Atom, Methuen High School, Methuen
1884 The High School Reporter, East Boston High School, Boston
1885 The Evening High School Journal, Evening High School, Lowell
1885 The Lowell High School, Lowell High School, Lowell
1885 High School Journal, West Newbury High School, West Newbury
1885 High School Argus, Worcester High School, Worcester
1885 The American Companion, Lowell High School, Lowell
1885 Grotonian, Groton School, Groton
1885? The Breeze, Cushing Academy, Asburnham
1885 The High School Crescent, Athol High School, Athol
1886 The Oak, Lily, and Ivy, Milford High School, Milford
1886 The Young Idea, Gloucester High School, Gloucester
1886 The School Medium, North Brookfield High School, North Brookfield
1886 The Academe, Worcester High School, Worcester
1886 Latin School Review, Cambridge High School, Cambridge
1887 The High School Stylus, Brockton High School, Brockton
1887 The Latin School Review, Cambridge Latin School, Cambridge
1838 The Highland Cadet, Highland Military Academy, Worcester
1889 The High School Student, Clinton High School, Clinton
1889 The High School Gatherings, Northbridge High School, Northbridge
1889 Senior Philosophical Journal, Wesleyan Academy, Wilbraham
1890 Oxford High School Budget, Oxford
1890 Sutton High School Record, Sutton High School
1890 The Echo, Fitchburg High School, Fitchburg
1892 The Standard, English High School, Worcester
1893 The W H S, Worcester High School, Worcester
1893 The Owl, Leisester Academy, Leisester
1894 The Academy Weekly, Worcester Academy, Worcester
1895 The Sagamore, Brookline
1899 The High School Sentinel, Worcester High School, Worcester

Minnesota
1887 The High School World, St. Paul High School, St. Paul.

Montana
1897 The High School Leader, Butte High School, Butte
1879 High School News, Great Falls High School, Great Falls

New Hampshire
1860 Horae Scholasticae, St. Paul's School, Concord
1872 New London Advocate, Literary and Scientific Institution, New London
1883 Concord High School, Concord High School, Concord
1883 Hamponia, New Hampton Academy, New Hampton
1883 The Eclipse, Tilton School, Tilton

1886 Phillips Exeter Monthly, Phillips Exeter Academy, Exeter
1887 The Volunteer, Concord High School, Concord

New Jersey
1889 The Argo, Rutgers Preparatory School, New Brunswick
1890 The Skirmisher, Bordentown Military Institute, Bordentown

New York
1872 The Panorama, Central High School, Binghamton
1883 The Xavier, Xavier School, New York
1885 The High School Record, Troy High School, Troy
1889 NYMA Quarterly, New York Military Academy, Cornwall-on-the-Hudson
1890 Bleatings, St. Agnes School, Albany
1892 The Wind Mill, Manlius School, Manlius
1896 The Magpie, DeWitt Clinton High School, New York
1898 The Folio, Flushing High School, Flushing
1899 Poly Prep, Polytechnic Preparatory School, Brooklyn

North Carolina
1853 The Casket, Literary Society of the Chowan Female Collegiate Institute, Murfreesborough .
1865 The School Girl, Locust Hill Female Sem., Pittsborough
1880 The Oxonian, Horner Military, Oxford
1883 The Thompson Student, Thompson School, Oakdale
1884 The Literary Reflector, Pleasant Lodge Acad., Pleasant Lodge
1887 Blue Ridge Student, Globe Academy, Globe
1889 Voices of Peace, Peace Institute, Raleigh
1897 Crescent Rays, Crescent Academy and Business College, Crescent
1897 Public School Record, City Schools, Winston
1898 The Cadet, Fayetteville Mil. Ac., Fayetteville

Ohio
1850 The Gleaner, Sandusky City High School, Sandusky City
1853 The Incentive, Circleville Public Schools, Circleville
1882 High School Monthly, High School, Cleveland
1884 The High School Times, High School, Dayton
1886 The School Year's Review, Flat Rock, Flat Rock

Oklahoma
1854 Cherokee Rosebuds, Girls Seminary of the Cherokee Nation, Talequah
1885 The Sequoyah Memorial, Male Cherokee Seminary
1879 Cheyenne Transporter, Cheyenne-Arapaho School, Darlington

Pennsylvania
1841 The Athenian, Allen Academy
1849 The Minute Book, Central High School, Philadelphia

1857 The Bush Eel, Central High School, Philadelphia
1867 Ciceronian, Philadelphia Protestant Episcopal Academy, Philadelphia
1871 The Students' Monthly, Central High School, Pittsburgh
1878 Corry School, Corry
1883 The Opinator, Wyoming Seminary, Kingston
1888 Penn Charter Magazine, William Penn Charter School, Philadelphia
1892 Blue and Gray, Friends Central School, Wynnewood
1897 Red and Black, Reading Senior High School, Reading
1895 Cherry and White, Williamsport Area High School, Williamsport
1899 The Althean, School of the Holy Child, Sharon Hill

Rhode Island
1877 High School Budget, Providence High School, Providence
1882 The Hypophet, Providence High School, Providence
1883 The High School Glance, Providence High School, Providence
1887 The Substitute, Providence High School, Providence
1887 The High School Record, Providence High School, Providence
1893 Panorama, Moses Brown School, Providence

Vermont
1854 The Anomoly, Bradford Academy, Bradford
1890 The Dial, Brattleboro Union High School, Brattleboro

Virginia
1879 The Academy Journal, St. John's Academy, Alexandria
1888 Monthly Chronicle, Episcopal School, Alexandria
1891 Lightning Bog, Episcopal School, Alexandria

Washington
1895 Broadway Whims, Broadway High School, Seattle

Wisconsin
1886 The Dial, Racine High School, Racine

## CHAPTER 4. STAFF AND ADVISER

### Publishers

Technically the governing board of the public or nonpublic school is the publisher of the magazine as well as the newspaper and yearbook. The board delegates responsibility to the principal or headmaster who in turn designates the adviser. Magazine sponsors were classified thus in the 1971 Quill and Scroll Study:

School system, 14 per cent
Student council, 7 per cent
A student publication, 35 per cent
English department, 18 per cent
Club or organization, 12 per cent
Other sponsor, 13 per cent

Actually, then, the English department today takes the initiative in publishing a student magazine in under one fifth of the instances reported. Hence, much more often the magazine is sponsored by the newspaper as a coordinate publication.

The sustained support of the magazine by English teachers, of course, is almost indispensable. Yet where literature-centered or grammar-centered English courses are taught, the English department may evince only a superficial interest in student creativity in writing.

Staff

Magazine staffs tend to be somewhat casual in their staff policies and operations, as the 1971 study indicates. Only 25 per cent of the staffs have a written statement of policy guidelines. Only 31 per cent have a staff guide or manual which delineates the duties of staff member, outlining who does what and when.

Furthermore, 26 per cent of the staffs have no style guide, although 10 per cent use the Quill and Scroll Stylebook; 33 per cent, the CSPA Style Sheet; and 31 per cent, their own style instructions.

There appear to be no controls or forms to facilitate systematic handling of editorial copy, for only 21 per cent of the staffs use assignment forms and only 12 per cent have copy flow forms.

Advertising management appears to be casual too. Only 16 per cent of the staffs have an advertising rate card, only 17 per cent have an advertising contract form, only 7 per cent have used a consumer survey, and only 19 per cent use an advertising collection form.

Magazine Advisers

In 81 per cent of the schools participating in the 1971 Quill and Scroll Studies' inquiry, 81 per cent of the advisers are English majors. Their professional interest in magazines may be measured by the fact that only 13 per cent are members of Journalism Education Association and only 36 per cent are members of the Columbia Scholastic Press Advisers Association. Only 17 per cent are journalism majors. Unfortunately 28 per cent are required to be censors.

The extent of exposure to college level journalism courses in terms of semester hours is as follows: none, 56 per cent; 1-6, 27 per cent;

7-12, 10 per cent; 13-18, 1 per cent; 19-24, 1 per cent; 25 or more, 6 per cent.

TABLE 7.--Extent to which advisers perform and supervise editorial tasks involved in producing the student magazine as revealed in the National Survey of High School Journalism, 1937

| Duties or Activities | Number Who Perform Duties Frequently | Number Who Supervise Activities Usually | Number Not Replying |
|---|---|---|---|
| Assign news stories, articles, write-ups | 8 | 30 | 8 |
| Edit news stories, articles, write-ups | 9 | 28 | 7 |
| Write headlines, titles, captions | 7 | 27 | 10 |
| Plan makeup, dummy page order | 7 | 31 | 6 |
| Choose editorial topics, theme, motif | 11 | 26 | 7 |
| Eliminate material of dubious taste | 26 | 15 | 3 |
| Confer with printer, engraver, photographer | 24 | 10 | 10 |
| Read galley and page proofs | 13 | 26 | 5 |
| Determine number of columns, pages | 15 | 20 | 9 |
| Print, mimeograph, ditto | 1 | 21 | 22 |

Staff

The typical staff has from 11 to 20 members, according to the 1971 study. The breakdown is as follows: 1 to 5 members, 7 per cent; 6 to 11 members, 25 per cent; 11 to 16 members, 20 per cent; 16 to 20 members, 18 per cent; 21 to 26 members, 8 per cent; 26 or more members, 22 per cent.

The number of contributors not on the staff is as follows: 1 to 6 contributors, 9 per cent; 6 to 11 contributors, 9 per cent; 11 to 16 contributors, 15 per cent; 16 to 21 contributors, 13 per cent; 21 to 26 contributors, 7 per cent; 26 or more contributors, 47 per cent. Minority groups are represented on only 48 per cent of the magazine. Staff membership by sex is as follows: boys only, 11 per cent; girls only, 10 per cent; about 50-50, 35 per cent; mostly boys, 1 per cent; mostly girls, 43 per cent.

TABLE 8.--Extent to which advisers perform and supervise financial tasks involved in producing the student magazine as revealed in the National Survey of High School Journalism, 1937

| Duties or Activities | Number Who Perform Duties Frequently | Number Who Supervise Duties Regularly | No Reply |
|---|---|---|---|
| Plan budgets | 10 | 14 | 14 |
| Arrange contracts | 14 | 11 | 19 |
| Keep financial records | 9 | 20 | 15 |
| Solicit subscriptions | 2 | 23 | 19 |
| Solicit advertisements | 0 | 17 | 27 |
| Prepare advertisement copy | 2 | 13 | 29 |
| Arrange school and mail distribution | 0 | 25 | 18 |
| Arrange special financial drives | 3 | 15 | 26 |

TABLE 9.--Extent to which students and advisers perform editorial tasks (percentage)

| | Students | | Advisers | |
|---|---|---|---|---|
| | Always | Usually | Always | Usually |
| Choose the key editor | 30 | 20 | 24 | 26 |
| Plan magazine dummy | 53 | 39 | 5 | 3 |
| Assign magazine content | 50 | 33 | 14 | 3 |
| Edit magazine content | 46 | 40 | 12 | 2 |
| Headline magazine content | 59 | 35 | 4 | 2 |
| Proofread content | 47 | 36 | 12 | 6 |
| Eliminate style errors | 29 | 36 | 22 | 13 |
| Eliminate fact errors | 32 | 33 | 24 | 11 |
| Correct the grammar | 29 | 36 | 24 | 11 |
| Select fiction content | 64 | 31 | 3 | 2 |
| Select poems | 61 | 34 | 2 | 2 |
| Select articles, essays | 63 | 31 | 4 | 2 |
| Eliminate vulgarity | 29 | 49 | 17 | 5 |
| Eliminate obscenity | 32 | 42 | 21 | 5 |
| Eliminate libel | 29 | 30 | 28 | 13 |
| Eliminate controversial content | 27 | 39 | 27 | 8 |

TABLE 10.--Extent to which students and advertisers perform business tasks

| | Students | | Advisers | |
|---|---|---|---|---|
| | Always | Usually | Always | Usually |
| Solicit advertising | 69 | 19 | 2 | 10 |
| Choose business manager | 37 | 17 | 23 | 22 |
| Prepare budget | 16 | 22 | 29 | 33 |
| Sign printing contract | 15 | 4 | 22 | 59 |
| Keep financial records | 26 | 38 | 11 | 26 |
| Arrange for independent audit | 13 | 15 | 22 | 48 |
| Keep file of business records | 31 | 29 | 17 | 22 |
| Confer with principal each month | 15 | 24 | 29 | 32 |
| Interpret meaning of freedom of the press | 25 | 40 | 23 | 12 |
| Sell single copies | 68 | 26 | 1 | 1 |
| Sell subscriptions | 77 | 17 | 3 | 3 |
| Mail exchanges | 69 | 19 | 9 | 3 |
| Keep exact record of money received, spent | 25 | 33 | 15 | 26 |
| Keep personnel records of staff | 23 | 24 | 15 | 36 |
| Deposit funds to magazine account | 32 | 23 | 12 | 34 |
| Take magazine copy to printer | 34 | 32 | 21 | 13 |
| Collect payments from advertiser | 49 | 39 | 5 | 7 |

## CHAPTER 5. FINANCING THE SCHOOL MAGAZINE

Financing the magazine is the greatest problem of the magazine staff, according to 47 per cent of the advisers participating in the 1971 Quill and Scroll Studies' inquiry. Obviously the magazine must be solvent to be secure. School officials seldom look with favor on a deficit in any co-curricular activity.

The magazine is produced in a competitive situation. Both the newspaper and yearbook have greater prestige in many high schools. Usually they monopolize local advertising. Effectively edited, they appeal to more students than does the typical magazine which may be limited in scope as well as in quality.

Nine out of ten magazines operate on a budget under $2,000, according to the 1971 study. In fact 38 per cent spent under $500; 31 per cent from $501 to $1,000; and 21 per cent from $1,001 to $2,000. These budgets are much more modest than those of typical newspapers and yearbooks.

To be sure, two hundred students paying $.25 a copy for the magazine can provide the minimum required - if the budget is $500 or less. If the magazine is given away as it is in 22 per cent of the schools, then other sources of revenue must be tapped. The three main sources of revenue are magazine sales, advertising, and subsidies. Note in Table 11 the extent to which these sources are developed by magazines.

TABLE 11.--Percentage of revenue obtained from major sources

| | Subsidy | Advertising | Sale of Copies | Other Sources |
|---|---|---|---|---|
| None | 42 | 75 | 23 | 66 |
| 1 to 20 per cent | 15 | 10 | 21 | 21 |
| 21 to 40 per cent | 6 | 4 | 8 | 1 |
| 41 to 60 per cent | 2 | 4 | 12 | 4 |
| 61 to 80 per cent | 12 | 4 | 9 | 5 |
| 81 to 100 per cent | 23 | 4 | 27 | 5 |

Despite the fact that magazine budgets are low, only 57 per cent of those reporting in the 1971 study made a profit! And for 44 per cent the profit was less than $100. Meanwhile 26 per cent made a deficit of under $100 and 17 per cent made a deficit of more than that amount.

Furthermore, 93 per cent of the magazines are produced in schools in which students are from the middle economic class, only 4 per cent in schools with students chiefly with low income homes. Thus, lack of money - not lack of talent - deprives students in some schools of the opportunity to explore and develop their creativity.

While occasionally a local "angel" may underwrite the newspaper, the school in the poor neighborhood or the ghetto may be unable to guarantee adequate support from students, the board of education, or advertisers. Hence, the magazine dies or deteriorates or is so mediocre as a physical product that it has little appeal.

Printing constitutes the major expenditure of magazine staffs. In the 1971 study, 24 per cent of the staffs made expenditures for duplicating, 80 per cent for offset printing, 18 per cent for letterpress printing. Expenditures for photography were reported by 73 per cent and for photoengraving by 37 per cent.

Expenditures were made for the items listed to the extent indicated in the percentages below:

Postage for exchanges, 78 per cent
Postage - other, 65 per cent

Circulation promotion, 43 per cent
Advertising promotion, 36 per cent
Editorial promotion and contests, 29 per cent
Contest prizes, 40 per cent
Travel expense, 23 per cent
Typewriting, 39 per cent
Typewriter repair, 18 per cent
Books for library, 21 per cent
CSPA membership, 55 per cent
CSPA (Catholic) membership, 11 per cent
NSPA membership, 27 per cent
SIPA (Southern) membership, 7 per cent
Membership in state school press, 33 per cent
Staff banquet or outing, 33 per cent
Staff awards, 39 per cent
Attending state school press conference, 23 per cent
Attending national school press conference, 16 per cent
Quill and Scroll subscription, 24 per cent
Scholastic Editor subscription, 30 per cent
Catholic Editor subscription, 10 per cent
School Press Review subscription, 39 per cent
Other subscriptions, 19 per cent

## Subsidies

Subsidies guaranteed at the beginning of the year came from these sources in the percentage of schools indicated: school system, 49 per cent; English department, 15 per cent; student council, 24 per cent; school newspaper, 17 per cent; school yearbook, 9 per cent; senior or other class, 3 per cent; other "angel", 16 per cent.

## Advertising

Three-fourths of the magazines do not publish advertising. The percentage of revenue received from this source is as follows: 1 to 20 per cent, 10 per cent; 21 to 40 per cent, 4 per cent; 41 to 60 per cent, 4 per cent; 61 to 80 per cent, 4 per cent; 81 to 100 per cent, 3 per cent.

Because magazines are published infrequently, they rarely can publish timely sales messages.

## Magazine Sales

Magazines are circulated free in 22 per cent of the schools, according to the 1971 Quill and Scroll Studies inquiry. In 13 per cent of the schools, from 81 per cent to 100 per cent buy the magazine; 14 per cent buy it in from 61 per cent to 80 per cent of the schools; 17 per cent in 41 per cent to 60 per cent of the schools; 18 per cent buy it in 21 to 40 per cent of the schools; 16 per cent buy it

TABLE 12.--Percentage of magazines publishing advertising in various locations

| | Per Cent |
|---|---|
| Front cover outside | 0 |
| Front cover inside | 6 |
| Rear cover inside | 13 |
| Before table of contents | 6 |
| Before first editorial content | 6 |
| After all editorial content | 19 |
| Interspersed with editorial content | 6 |

TABLE 13.--Percentage of magazines publishing various numbers of advertisements

| | None | 1 to 5 | 6 to 10 | 11 or More |
|---|---|---|---|---|
| 1-page | 94 | 6 | .. | .. |
| 1/2-page | 87 | 11 | 2 | 0 |
| 1/4-page | 87 | 8 | 4 | 2 |
| 1/8-page | 87 | 84 | 8 | .. |
| Smaller | 87 | 4 | 4 | 6 |

it in 1 per cent to 20 per cent of the schools. In more than half of the schools where students buy the magazines, not more than 60 per cent buy copies.

Subscriptions paid before the magazine is published came from these percentages of the schools to the extent indicated: Students, 62 per cent; Teachers, 40 per cent; Alumni, 24 per cent; Parent, 23 per cent; Patrons, 25 per cent; Others, 16 per cent.

Money came from the sale of single copy after the magazine was published from these percentages of the schools: Students, 78 per cent; Teachers, 63 per cent; Alumni, 34 per cent; Parents, 42 per cent; Patrons, 33 per cent; Other, 34 per cent.

Competition for advertising is faced by magazine staffs thus: School yearbook, 28 per cent; School newspaper, 24 per cent; Local junior and senior high schools, 24 per cent; Local colleges, 18 per cent.

Other Revenue

Revenue from sources other than copy sales, advertising sales, and circulation is received to the extent indicated: Magazine art work,

6 per cent; Magazine photographs, 5 per cent; Dances after games, 6 per cent; Dances, Sadie Hawkins, 2 per cent; Dances, other, 8 per cent; Balloons, flowers, 2 per cent; Boxed candy, cotton candy, 6 per cent; Band competition day, 2 per cent.

Other sources are: Show - amateur, talent, 2 per cent; Cakes, cookies, etc., 13 per cent; Movies, 5 per cent; Bazaars, 6 per cent; Pennants, 2 per cent; Spaghetti or other suppers, 1 per cent; Jewelry, 2 per cent; Popcorn, peanuts, 2 per cent; Other novelties, 4 per cent; Stadium seat cushions, 1 per cent; Pay assemblies, 2 per cent; Popular magazines, 12 per cent; White elephant sales, 2 per cent; Calendar of school, 2 per cent; Recipe sales, 2 per cent; Student directory, 4 per cent; Athletic events programs, 3 per cent; Car wash, 2 per cent; Play programs, 5 per cent; Soft drinks, 4 per cent; Programs for concerts, operettas, 4 per cent.

## CHAPTER 6. CONTENT OF SCHOOL MAGAZINES

Traditionally the school magazine has stressed its role as a pleasure dome more than a truth shop or persuasion podium. Relatively few magazines provide news coverage or editorial leadership to meet their central objective. Their chief purpose is to provide enjoyment to the readers.

The school magazine usually is a literary magazine. It stresses original, imaginative, or creative writing particularly emphasizing literary forms. It also may focus attention on creativity in art and photography, usually subordinating both to self-expression in writing.

Of the 134 schools participating in 1971 Quill and Scroll Studies survey, 86 per cent published short stories; 60 per cent, other stories; 28 per cent, continued stories; plays, 13 per cent. Publication of serials or two-part stories necessarily requires greater frequency of publication than once or twice a year.

Poetry is popular in school magazines. Unrhymed poetry appeared in 94 per cent of the magazines; rhymed in 88 per cent; sonnets, 52 per cent; haikus, 66 per cent; parodies, 48 per cent; limericks, 53 per cent. Presumably all poems were written by the students. Only 12 per cent published letters to the editor.

Variety of form and meter is stressed by Magazine Fundamentals for Student Publications. Emphasis also is given to the range of poetic emperience reflecting a variety of subject material, figures of speech, and imaginative expression.

Essays were published in 70 per cent of the magazines, according to the 1971 study. Editorials appeared in only 13 per cent. Some feature articles may be classified as essays so the difference is not always clear to either students or advisers, but generally feature articles should be timely.

The review or critical essay traditionally has been popular in magazines, but many magazines appear to neglect this form. The percentage of magazines publishing various kinds of reviews was: books, 44 per cent; art, painting, 9 per cent; broadcasts, 7 per cent; movies, 28 per cent; plays, 20 per cent; musical events, 20 per cent; records and tapes, 14 per cent; other reviews, 13 per cent.

Book, play, music, and movie reviews should provide a clear expression of opinion, according to Magazine Fundamentals for Student Publications. It should be evident that the reviewer has read the book, listened to the music, or attended the play or movie. The name of the book, publisher, date of publication, price, and number of pages should be included.

Student journalists writing for magazines may prefer to write feature articles, although many opportunities appear to be neglected. Percentage of magazines publishing these forms was: how-to-do-it articles, 14 per cent; articles about people, 54 per cent; articles about places, 38 per cent; historical articles, 36 per cent; articles on vital issues, 46 per cent.

Relatively few magazines publish departmental columns regularly. Only 21 per cent published miscellany or variety columns - often seen in newspapers; 7 per cent, fashion columns; other columns, 16 per cent. Personal guidance was provided by only 7 per cent.

News is published in about one-fifth of the magazines. The breakdown on a percentage basis is: academic, curricular, 19 per cent; co-curricular, 19 per cent; sports, 19 per cent; community, 15 per cent; administration, 13 per cent.

News of current school activities is published in some magazines, although it is too difficult to provide systematic news coverage in publications issued once a month or less frequently. Six major news areas are listed in Magazine Fundamentals for Student Publications, a publication of the Columbia Scholastic Press Association. They are clubs, student government, alumni, sports, exchanges, and student projects.

Projects in the news may include plays, music, publications, art, shops, home economics, assemblies, and other curricular and co-curricular activities. The old-fashioned policy of commenting on magazines received from other schools seems to have limited relevance in the magazines of the 1970s.

Opportunities for news coverage are outlined at length in Teachers Are Newsmakers, Quill and Scroll publication. The author stresses specific suggestions for each academic department as well as the principal's office, guidance and testing, library, organizations, student publications, school life, school and community relations, and sports.

News is made up of ideas, events, problems. A news story is written about these ideas, events, or problems - if they are likely to interest the readers. How do you measure the news: Answer these questions: how recent is it? how near is it? how big is it? how important is it? Finally: will the news be news when the magazine is published?

The answer to the last question of ten is "no." In that event should the magazine become a document of record - history on the installment plan? In the 1971s it is difficult to prove the relevance of news published a month or more after it happens, but news of coming events may be timely.

Percentages of nonprint content in high school magazines, according to the 1971 study, were: photographs, 75 per cent; picture sequences, 30 per cent; drawings and sketches, 30 per cent; cartoons, 38 per cent; comic strips, 13 per cent.

TABLE 14.--Content of student magazines as revealed by Hay's study of 103 reported in 1926 and McKown's study of 200 reported in 1929

| Kind of Materials | Hay's Study of 103 (1) | | McKown's Study of 200 (2) |
|---|---|---|---|
| | Number of Pages | Percentage of Space | Percentage of Space |
| Boys | | 28.8 | 31 |
| General | 5.6 | 13.1 | |
| Athletics | 4.6 | 8.7 | |
| Alumni | 1.6 | 2.9 | |
| Exchanges | 1.8 | 3.0 | |
| Pictures | 0.8 | 1.2 | |
| Literary | | 28.5 | 24 |
| Press | 10.0 | 29.6 | |
| poetry | 2.7 | 4.9 | |
| Interviews | ---- | ---- | |
| Humor | | 11.0 | 12 |
| Humor | 4.6 | 9.5 | |
| Cartoons | 0.8 | 1.5 | |
| Editorials | | 5.4 | 6 |
| Advertisements | 10.6 | 23.2 | 24 |

TABLE 14.--Continued

| Kind of Materials | Hay's Study of 103 | | McKown's Study of 200 |
|---|---|---|---|
| | Number of Pages | Percentage of Space | Percentage of Space |
| Miscellaneous | | 6.0 | 3 |
| Features | 0.7 | 1.2 | |
| Not indicated | | 4.8 | |
| | | 100.0 | 100.0 |

TABLE 15.--Percentage of magazines publishing kinds of Content Indicated based on 134 magazines in 1971

| Item | Per Cent | Item | Per Cent |
|---|---|---|---|
| Table of Contents | 83 | Verse - unrhymed | 94 |
| Photographs | 75 | Verse - rhymed | 88 |
| Drawings, sketches | 90 | Editorials | 46 |
| Picture sequence | 30 | Essays | 70 |
| Cartoons | 38 | Letters to editor | 12 |
| Comic strips | 13 | News - academic, curricular | 19 |
| Fiction continued | 28 | News - co-curricular | 19 |
| Short story | 86 | News - sports | 19 |
| Fiction - other | 60 | News - community | 15 |
| Plays | 13 | News - administration | 13 |
| Verse - limerick | 53 | Advertising - local | 21 |
| Verse - parody | 48 | Advertising - national | 3 |
| Verse - haiku | 66 | Advertising - classified | 11 |
| Verse - sonnet | 52 | | |

TABLE 16.--Content inventory of 53 senior high school magazines, 1971 in terms of percentage publishing kinds of content listed

| | None | One | Two | Three | Four or More |
|---|---|---|---|---|---|
| News | | | | | |
| Academic | 86 | 6 | 4 | 2 | 2 |
| Co-curricular | 84 | 2 | 4 | 0 | 10 |
| Sports | 84 | 0 | 2 | 0 | 14 |
| Administration | 94 | 6 | 0 | 0 | 0 |
| Other school needs | 82 | 6 | 2 | 0 | 10 |
| Community | 96 | 4 | 0 | 0 | 0 |

TABLE 16.--Continued

| | None | One | Two | Three | Four or More |
|---|---|---|---|---|---|
| Feature articles | | | | | |
| Interviews at school | 88 | 84 | 4 | 0 | 0 |
| Interviews - other | 88 | 12 | 0 | 0 | 0 |
| Biographical | 86 | 14 | 0 | 0 | 0 |
| Pseudo-confession | 75 | 16 | 4 | 0 | 0 |
| Personal narrative | 57 | 29 | 6 | 2 | 6 |
| Personal essay | 41 | 20 | 8 | 12 | 20 |
| Other | 63 | 14 | 16 | 6 | 2 |
| Historical | 90 | 8 | 0 | 2 | 0 |
| Seasons | 90 | 6 | 4 | 0 | 0 |
| Anniversaries, birthdays | 100 | 0 | 0 | 0 | 0 |
| School history | 96 | 4 | 0 | 0 | 0 |
| Local history | 98 | 2 | 0 | 0 | 0 |
| Travel | 96 | 4 | 0 | 0 | 0 |
| Scenery | 98 | 2 | 0 | 0 | 0 |
| Landmarks | 98 | 2 | 0 | 0 | 0 |
| Places | 96 | 6 | 4 | 0 | 0 |
| Environment | 92 | 4 | 2 | 0 | 0 |
| Expositions | 61 | 22 | 8 | 6 | 4 |
| Interpretation, analysis | 82 | 10 | 6 | 0 | 2 |
| How-to-do-it | 94 | 6 | 0 | 0 | 0 |
| Miscellaneous | | | | | |
| Humor, wit | 49 | 27 | 12 | 8 | 4 |
| Miscellaneous | 83 | 13 | 20 | 0 | 4 |
| Joke column | 88 | 10 | 0 | 2 | 0 |
| Variety column | 96 | 0 | 2 | 0 | 2 |
| Can you imagine | 100 | 0 | 0 | 0 | 0 |
| Student opinion--kind | | | | | |
| Editorials - school issues | 82 | 10 | 2 | 4 | 2 |
| Editorials - local | 98 | 2 | 0 | 0 | 0 |
| Editorials - national | 90 | 8 | 2 | 0 | 0 |
| Editorials - world | 94 | 6 | 0 | 0 | 0 |
| Editorials - general | 86 | 12 | 2 | 0 | 0 |
| Letters to editor | 94 | 4 | 0 | 2 | 0 |
| Student polls | 96 | 2 | 2 | 0 | 0 |
| Opinion on comment columns | 90 | 8 | 0 | 0 | 2 |
| Student-opinion subjects | | | | | |
| School-controversial issues | 85 | 8 | 4 | 0 | 0 |
| Community-controversial issues | 92 | 6 | 2 | 0 | 0 |
| Vandalism | 96 | 4 | 0 | 0 | 0 |
| Rowdyism | 98 | 2 | 0 | 0 | 0 |
| Crime on, near campus | 98 | 2 | 0 | 0 | 0 |
| Drugs, alcohol | 96 | 4 | 0 | 0 | 0 |
| Ecology, environment | 96 | 4 | 0 | 0 | 0 |
| War--Indo China | 96 | 4 | 0 | 0 | 0 |

TABLE 16.--Continued

| | None | One | Two | Three | Four or More |
|---|---|---|---|---|---|
| Middle East | 98 | 2 | 0 | 0 | 0 |
| Dress, codes | 96 | 4 | 0 | 0 | 0 |
| Weapon display | 100 | 0 | 0 | 0 | 0 |
| Draft | 100 | 0 | 0 | 0 | 0 |
| Censorship | 100 | 0 | 0 | 0 | 0 |
| Parents, teachers | 96 | 2 | 2 | 0 | 0 |
| Humor | 100 | 0 | 0 | 0 | 0 |
| Critical essays, reviews | | | | | |
| Books - literary classics | 90 | 8 | 2 | 0 | 0 |
| Books - current fiction | 88 | 8 | 4 | 0 | 0 |
| Books - current non-fiction | 90 | 10 | 0 | 0 | 0 |
| Books - current poetry | 96 | 4 | 0 | 0 | 0 |
| Records, tapes | 96 | 2 | 2 | 0 | 0 |
| Movies, film | 96 | 4 | 0 | 0 | 0 |
| Television | 98 | 2 | 0 | 0 | 0 |
| Radio | 100 | 0 | 0 | 0 | 0 |
| Art | 100 | 0 | 0 | 0 | 0 |
| Music, excluding records | 98 | 2 | 0 | 0 | 0 |
| Plays | 94 | 6 | 0 | 0 | 0 |
| Other | 94 | 6 | 0 | 0 | 0 |
| Non-print content | | | | | |
| Photography - scenic | 69 | 6 | 8 | 4 | 14 |
| Photography - people | 53 | 10 | 4 | 6 | 27 |
| Drawings - sketches | 8 | 2 | 6 | 4 | 80 |
| Crossword puzzles | 90 | 8 | 0 | 2 | 0 |
| Cartoons | 90 | 8 | 0 | 0 | 0 |
| Comic strip | 94 | 4 | 0 | 0 | 2 |
| Diagrams | 94 | 4 | 0 | 0 | 2 |
| Poetry-length | | | | | |
| Rhymed 1-10 | 32 | 22 | 10 | 16 | 20 |
| 11-20 | 25 | 16 | 20 | 12 | 27 |
| 21-30 | 59 | 12 | 16 | 8 | 6 |
| 31 or more | 65 | 25 | 6 | 2 | 2 |
| Unrhymed 1-10 | 24 | 4 | 6 | 12 | 55 |
| 11-20 | 20 | 6 | 4 | 6 | 65 |
| 21-30 | 27 | 14 | 14 | 8 | 37 |
| 31 or more | 35 | 24 | 14 | 8 | 20 |
| Poetry kind | | | | | |
| Haiku | 53 | 10 | 10 | 6 | 22 |
| Limerick | 76 | 6 | 4 | 2 | 12 |
| Parody | 90 | 8 | 0 | 0 | 2 |
| Sonnet | 78 | 14 | 2 | 2 | 4 |
| Ballad, narrative | 86 | 10 | 2 | 0 | 2 |

TABLE 16.--Continued

| | None | One | Two | Three | Four or More |
|---|---|---|---|---|---|
| Poetry content | | | | | |
| Seasons, spring | 45 | 20 | 14 | 12 | 10 |
| Love, romance | 22 | 20 | 12 | 12 | 35 |
| War | 29 | 27 | 16 | 12 | 16 |
| Race | 63 | 22 | 6 | 4 | 6 |
| Ecology, nature | 22 | 10 | 8 | 6 | 55 |
| Drugs | 65 | 24 | 4 | 4 | 4 |
| Humor | 31 | 25 | 12 | 4 | 27 |
| Fiction length | | | | | |
| Story--1 page or less | 33 | 31 | 8 | 10 | 18 |
| Story--2 pages | 51 | 18 | 6 | 10 | 16 |
| Story--3 pages or more | 65 | 18 | 10 | 4 | 4 |
| Play--1 page or less | 94 | 4 | 2 | 0 | 0 |
| Play--2 pages | 94 | 6 | 0 | 0 | 0 |
| Play--3 pages or more | 96 | 4 | 0 | 0 | 0 |
| Continued story | 100 | 0 | 0 | 0 | 0 |
| Fiction - content | | | | | |
| Romance | 78 | 16 | 0 | 4 | 2 |
| Adventure | 51 | 24 | 12 | 12 | 2 |
| Mystery | 92 | 8 | 0 | 0 | 0 |
| Historical | 94 | 4 | 2 | 0 | 0 |
| Humor | 63 | 24 | 4 | 2 | 8 |
| Other | 31 | 24 | 18 | 12 | 16 |

TABLE 17.--Content of magazine cover

| | Per Cent |
|---|---|
| Title | 94 |
| Volume | 28 |
| Number | 25 |
| Year published | 49 |
| Month published | 34 |
| Name of high school | 34 |
| City of high school | 21 |
| State of high school | 23 |
| Different kind of paper | 77 |
| White paper stock | 43 |
| Colored paper stock | 55 |
| Titles of some content | 9 |
| Art work | 77 |
| Photographs | 23 |

TABLE 18.--Masthead content

| | Per Cent |
|---|---|
| On page 1, 2, or 3 | 83 |
| Later pages | 15 |
| Founding date | 9 |
| Volume | 58 |
| Number | 28 |
| Mailing status | 49 |
| Names of editors | 92 |
| Names of advisers | 79 |
| Other staff names | 94 |
| High school name | 87 |
| City name | 74 |
| State name | 74 |
| Magazine price | 26 |
| Advertising rate | 0 |
| School press affiliation | 23 |
| Critical service rating | 15 |

The scope of magazine content may be examined by contrasting the data in the Hay study of 103 magazines in 1926 and the Quill and Scroll study in 1971. The latter includes the table based on 134 magazines and the more detailed study of 53 magazines.

The quality of the magazines examined probably is generally greater than that of those not submitted. Hence, weaknesses noted here, for example in the opening pages and mastheads, may be more common in magazines not submitted.

# CHAPTER 7. CONCLUSIONS

Generalizations based on the data gathered in the 1971 study of high school magazines may justify these conclusions:

1. The progress of the school magazine since the World War has not matched the progress of either the newspaper or yearbook.

2. Financing the magazine is difficult because its content lacks the reader appeal of the newspaper or yearbook.

3. Financing also is difficult because the magazine is not as satisfactory an advertising medium as the other school publications.

4. There is little if any justification for publishing news in school magazines unless they are published every two weeks or oftener.

5. The magazines reflect the tastes, interests, and attitudes of the teenagers from white, middle-class homes.

6. Few students in minority groups serve on magazine staffs.

7. High schools in the ghetto or similar neighborhoods lack the financial resources needed to finance magazines.

8. English teachers appear to be unable generally to stimulate a wide interest in literary creativity.

9. English departments generally take little initiative in establishing magazines. If they did, there would be more of them.

10. Despite obstacles magazines provide opportunity for creativity in writing, art, and photography.

The school magazine today can achieve its potentialities. It needs qualified advisers. It needs adequate staff facilities. It needs adequate financial support as well as faculty cooperation. Maybe these will come when the march toward mediocrity is replaced by the quest for quality.

## APPENDIX I

To supplement the study of the high school magazine, Miss Donna Rae Castillo, now a teacher of English at Wakulla High School, Crawfordville, Florida, made several analyses of the content of 53 magazines. She formerly was a graduate student at Florida State University.

Part 1. Suspense in Student Fiction

It is difficult to determine the extent of suspense in high school magazine fiction because so many of the stories are not of the plot-oriented type. Many of them revolve around a character description or a single incident rather than a narrative of consecutive events. Because of the nature of the magazines, the stories often are too short (one to two pages) to build adequate plot tension as well.

Where the author does build suspense, the conflict tends to be an internal one in which a character must make some decision or resolve some personal difficulty. Outside sources of conflict are not so important, apparently, as what goes on within the mind of the character.

The short stories from the samples examined are given below with a short comment as to content and development of suspense.

"A Walk through Memories," from Pen Prints.
Very short, somewhat poignant short story about a girl, incurably ill, who learns to appreciate little things she has taken for granted; too short and undeveloped to build very much tension.

"Assignment: Short Story," from Pen Prints.
First person short story about a dream trip to the unknown; humorous, slight suspense.

"Too Good To Be True," from Pen Prints.
First person story with a future setting which is revealed at the end to be a dream; little development of tension due to limited content.

"The Death of a Sea Gull," from Little Read Book.
Narrator relates thoughts and actions connected with his killing of a bird at the beach; little suspense buildup.

"The Badger Pits," from Quill.
Lengthy, rather good story with a future setting about the conflict between two ways of life; excellent characterization; and plot development builds to tense climax.

"Spring Fever," from Quill.
Pleasant narrative of a man who recaptures love for life; mildly suspenseful within confines of easy-going plot.

"The Adventures of the Soho Dwarf," from Quill.
Humorous parody on the Sherlock Holmes stories; humor and suspense combine to make a well-developed mystery.

"Phoenix Revisited," from Young Writer.
Story based on a Pygmalion motif with a Rod Serling twist at the fine climax.

"The Omnicient but the Silent," from Young Writer.
Story that reveals the thoughts of a man just released from a sanatorium; low keyed in suspense but quite effective.

"One of the Last Great Revelations of Alfred J. Bloodport, Esq.," from Young Writer.
Good stream of consciousness story about a man's degeneration into insanity.

"Metamorphosis," from Young Writer.
Story of internal conflict of a man who must make a personal choice of action; mild suspense as he deliberates the alternatives.

"Void," from Omnibus.
Short but well-done stream of consciousness story of the sadism of insanity brought on by rejection; suspense good, especially for the shortness of the story.

"Required Dialogue No. 1," from Omnibus.
Short story with a racial theme written in dialogue form; no development of tension in plot.

"His Just Reward," from Omnibus.
Mildly suspenseful story having a racial theme with an ironic twist.

"Ewa," from Genesis.
Poignant, mildly suspenseful story of the ill-fated friendship between a mangoloid and a normal girl.

"The Unknown Soldier," from Genesis.
Short war story too sketchy to build suspense.

"The End of the Beginning," from Genesis.
Short but very well-developed story revolving around the juxtaposition of the bestiality and humanity in man; conflict of the two concepts builds suspense.

"Harry Schwartz, Where Are You?" from Genesis.
Story of despair brought on by futile love affair; very short but some tension in plot.

"Power of Fear," from Statesman.
Very short, first person narrative of the irrationality brought on by blind terror; good building of tension despite limited content.

"Cockroach," from Statesman.
Original story of a small girl and her itinerant grandfather searching for a home; low keyed but story permits some development of mild suspense within confines of the plot.

"Rega is Real," from Statesman.
First person, stream of consciousness story of a man's demise into insanity and illusion; good tension built through character revelation.

"Training Ground," from Statesman.
War story of a soldier lost after a battle; good attempt at suspense but needs more development to achieve purpose.

"Gray Dilemma," from Statesman.
Original story of a man who must choose between two alternatives, both of which are developed in the story; good development of suspense through plot and characterization.

"Born under a Bad Sign," from Pegasus.
Story of a boy's fatal attempt to find a place of importance in the ghetto; plot builds some tension but needs more character development.

"A Clean Sweep," from Pegasus.
Somewhat suspenseful story of a girl in conflict with her convictions and her attempt to win an alection.

"La Avalanche," from Image.
Unusual story of a violinist described through images of snow; interesting, engaging character description through extended metaphor.

"Wilba," from Igame.
Short treatment of the initiation motif; needs more development to build plot.

"Imogene," from Image.
Story of the growing apart of two friends, one a dreamer, one a realist; well developed theme, plot and characters produce low keyed but effective action throughout the story.

Part 2. Figures of Speech in Students' Poems

Figures of speech of various types were common; metaphors, similes, and examples of personification and hyperbole were frequently used,

and used well. Metaphors outnumbered all other types of figures of speech; and of the three major kinds of metaphors--noun, adjective, verb--noun metaphors were most common. Metaphors were often used in conjunction with other figures, especially personification, to produce effective imagery.

Least common among the poems as a device for imagery was metonymy. True oxymorons were also rare, but juxtaposition of concepts and paradoxes were used. The general intent seems to have been to create a strong word picture or word revelation of feeling. While many of the authors did this through direct means of word choice (sounds) and diction, others employed the figures of speech mentioned above to varying degrees.

The examples of figures of speech from the poetry in the sample are given below with the magazine title and page number for reference if you wish to check the content.

Metaphors

Noun

"The warrior sun," Genesis, p. 43.
"To the seas of existence," Little Read Book.
"Love is a poem written by two hearts," And Miles To Go, p. 5.
"The Breeze is but a/ breath of summer whispering," Statesman, p. 19.
"Spring is the purest of perfection," Image.
"His paper life is reinforced," Statesman, p. 10.
"Words are life between people," And Miles to Go, p. 15.
"Life is a wingless bird," Young Writer, p. 31.

Verb and Adjective

"quiet slowly seeped in," Statesman, p. 14.
"The sandy beach is flooded with sun. The blistering sun beats," Pen Prints, p. 16.
"She's raging . . .," Pen Prints, p. 30.
"As I watched the mist/ Creeping in to engulf us," Young Writer, p. 13.
"My penetrating gaze," Little Read Book.
"the gladly purchased ticket of choice," Little Read Book.
"The barren snowclouds sullenly hide the mountains," Young Writer, p. 22.

Personification

"And Innocence/ looked deeply/ on Regret," Omnibus, p. 12.
"A lonely white dove," Pen Prints, p. 32.
"A fish . . ./ is dizzy in anticipation," Little Read Book.
"My soul cries out in agony, it laughs with glee," Image.
"The grass never saw them coming," Quill, p. 31.

"Silence holds my hand," Quill, p. 37.
"And the rocks leaped up to meet her," Pegasus, p. 25.
"The flowers lift their heads to see the sun," Young Writer, p. 35.
"Angry sky/ Clouds stern and mean," Young Writer, p. 31.
"Bleeding glass/ Cries agonizing terror," Statesman, p. 17.
"The ground pretends it fears . . .," Omnibus, p. 5.

Simile

"A cane is held in her hand as a vice," Little Read Book.
"Caught in a dimensional transference, Like a schizophrenic maniac," Little Read Book.
"Snow begins to fall/ Like sparkling grains of sugar," Quill, p. 16.
"Pain is like shoes," Quill, p. 39.
"Siren stars beckon . . . like/ Modern Lorelei," Genesis, p. 49.
"Like a knife piercing the flesh/ They come back flesh," Genesis, p. 48.
"bitter as agony of yearning," Statesman, p. 14.
"Thoughts scream out like sparks through heaven," Statesman, p. 35.
"Her pulse beat like the waves," Pegasus, p. 25.

Hyperbole

"I had a talk with nature yesterday," Young Writer, p. 23.
"And dawn will never be done," Genesis, p. 55.
"Lovely 7th street angels singing symphony of tomorrow," Young Writer, p. 28.
"Go touch the sky," Young Writer, p. 30.
"Rocking chairs/ Have waiting lists," Statesman, p. 17.
"There is a place near my life/ Where all the lost dreamers go," Statesman, p. 34.
"So I went to a cloud/ and jumped on," Statesman, p. 36.
"They say the rest of the world has got bifocals," Statesman, p. 38.
"I slapped the world's face," Image.
"January i love you," Image.

Oxymorons and Juxtapositions of Concepts

"Two happy people/ Sitting in loneliness," Genesis, p. 39.
"a single white gloved hand, clapping," Genesis, p. 9.
"The sun is black . . .," Young Writer, p. 21.
"Good morning to you sunshine/ ironic heralder of misfortune," Young Writer, p. 28.
"And what is death but life?" Image.
"My thoughts sounded . . .," Young Writer, p. 47.
"So foolishly wise, so sagely foolish are they," Statesman, p. 23.
"And sleepy-eyed wide awake," Statesman, p. 48.
"Exhaust the thoughts with murmur fury," Statesman, p. 17.
"The peace sign is a swastika," Genesis, p. 30.

Metonymy

"When the sun burned my feet/ Running to the post office," Quill, p. 43.
"And the Kettles sing," Pen Prints, p. 36.

## APPENDIX II

It is difficult to write a history of the high school magazine. Early publications identified as newspapers often published literary material and early magazines often published news.

For example, Classical High School, Springfield, Mass., published student publications soon after 1840. Kathryn Pyle, student at the 1971 High School Press Institute, Syracuse University, reported a source which indicates that terms like magazine and newspaper were almost interchangeable.

It is probable that student journalists with similar initiative may find much about school magazines by examining histories of schools, early yearbooks, and collections of antiquarians, libraries, museums, and similar sources.

Here are excerpts:

"The book is The History of the Classical High School, Springfield, Massachusetts by William Orr who was principal from 1900-1910.

> During this period (1841-1865) there were beginnings of pupil publications. There is mention of four school papers and, of these, The Portfolio, published as early as 1848, was discontinued after three years. About this time the girls of the school brought out The Messenger Bird, which had a brief ex existence. The New Portfolio makde its first appearance in August, 1853, and proved a success. [p. 45]
>
> There was a serious collapse in business about 1857. These crises were reflected in a school paper, The Delphic Union, published in 1855 by a pupil literary society of the same name. [p. 47]
>
> The earliest school paper of which there is record was The Portfolio, dating back to 1848. After two or three years this publication was discontinued. In 1852 it was renewed under the name of The New Portfolio. . . . The motto of the paper was 'Under the whole heaven there is nothing difficult, 'tis only that men's minds are not determined!' . . . There were four serious poems, two or three humourous essays, and a long letter from a former pupil in Illinois, besides editorials and school news. [p. 57]

Advertisements appear for the first time in June, 1860. [p. 58]

The paper was a weekly published by the senior class and distributed on Wednesday. [p. 59]

The school paper, The New Portfolio, after a most creditable career, appears to have been given up about 1867. [p. 84]

It was during Principal Colburn's administration (1887) that The Recorder, the school paper which has had such a creditable career, was established. [p. 104]

The Recorder--the school paper--continued to be an interesting presentation of the pupils' point of view; it encouraged aspiring writers of prose and poetry; it contained annals of humorous episodes, athletic victories and defeats, concerts and other entertainments. [p. 154] (1896)

The Recorder, consisting in 1920 of a four-page weekly and a quarterly in magazine form, under the management of a capable staff, continues to maintain a high reputation among journals of its kind. [p. 196]

Now the official of Classical's school paper is the Classical Recorder. It is published monthly with about nine issues a year."

## QUILL AND SCROLL STUDIES

(Studies are by Laurence R. Campbell, Director, unless otherwise indicated)

1966 "Problems of Newspaper Advisers in Six Southeastern States," Quill and Scroll, November-December, 1966.

1967 "Journalism Activities in Kentucky Public and Nonpublic High Schools," Dr. Robert Murphy and Dr. Laurence R. Campbell.

1967 "Measuring the Readability of High School Newspapers," Dr. George R. Klare and Dr. Laurence R. Campbell, printed publication may be obtained from Quill and Scroll Foundation.

1967 "The Role, Beginnings, Membership, and Services of High School Press Associations in the United States." (See School Press Review, December, 1968, for summary.)

1967 "Media Habits and Attitudes toward Media of Colorado High School Students." Dr. James R. Hickey and Dr. James E. Brinton of the University of Colorado.

1967 List of dates of early high school publications in New York State, Esspa Newsletter, 1967-1968: Number 1.

1967 "Wilmington High Paper Dates Back to 1861," Illinois High School Journalist, February, 1967, pp. 1, 4.

1967 "Connecticut's First School Newspaper," School Press Review, June, 1967, p. 5.

1967 "Take a Long Look at Yearbook Contracts," Quill and Scroll, April-May, 1967, pp. 28-31.

1968 "The High School Newspaper as a Medium of Goodwill."

1968 "Early Student Publications Found in Maine, New Hampshire, Vermont," School Press Review, May, 1968.

1968 "Five Factors in the Success of High School Newsapers," 123 pp.

1969 "Business Policies and Procedures of High School Newspapers," 204 pp. (Limited number of copies available at Quill and Scroll Foundation, University of Iowa, Iowa City, Iowa, $2.25.)

1969 "Measure the Content of Your High School Newspaper."

1969 "Journalism Programs in Middle West High Schools."

1969 "What High School Students Read in Hometown Daily Newspapers."

1969 "Teenagers' Attitudes Toward the First Amendment."

1969 "Teenagers' Attitudes Toward the Hometown Daily Newspaper."

1969 "Teenagers' Media Habits."

1970 "The Human Equation and the School Newspaper."

1970 "Student Press Copes with High School Unrest."

1970 "What They Read Yesterday and Why," Dr. James R. Hickey.

1971 "Alaska's High School Newspapers Evaluated as News Media."

1971 "Hawaii's High School Newspapers as Entertainment Media."

1971 "The High School Newspaper as a Public Relations Medium."

1971 "The High School Magazine."

1971 "The High School Newspaper as a Truth Shop."

1971 "The High School Newspaper as a Pleasure Dome."

1971 "The High School Newspaper as a Persuasion Podium."

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Quill and Scroll Studies of which Dr. Laurence R. Campbell is director is sponsored by Quill and Scroll Foundation, University of Iowa. Dr. Campbell is at 213 Education Building, Florida State University, Tallahassee, Florida, 32306.